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ABSTRACT

An evaluation was conducted of the first year (1990-91) of Project HIRE (Hiring into Rewarding Employment). Project HIRE was a 3-year federally-funded project designed to assist students with disabilities to gain and retain meaningful employment by maintaining secondary support services until this transition is completed successfully. During the first year, Project HIRE served 50 students with disabilities in the Great Oaks Joint Vocational School District near Cincinnati, Ohio. The CIPP (Context-Input-Process-Product evaluation model) was used as a guide in planning and conducting the evaluation. Data were gathered through examination of all program documents; interviews with the program director, instructors, and students; and on-site observation of program activities. The study concluded that Project HIRE is addressing a critical nationwide problem--employing persons with disabilities. This is confirmed by the fact that the program has been able to recruit its targeted number of students. The project has an exceptionally comprehensive design, it has recruited outstanding staff, and it is providing students with disabilities with the support services needed to find and keep gainful employment. The program will continue to work with students until all are placed, although some difficulties are not within the control of the program, such as employer attitudes, parent expectations, and public transportation needs. Recommendations for improvement include the following: (1) offer parent workshops in the local school district; (2) develop a parental agreement; (3) develop interagency task forces; (4) increase clerical support; (5) provide job trainers; (6) do not target graduated students; (7) make services available to students at earlier ages; and (8) create formal transition plans for each student. (Appendixes to the report include site visit schedules, evaluation questions and interview schedules, an employer brochure, a sample newsletter, and a core transition team brochure.) (KC)

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ANNUAL EVALUATION OF PROJECT H.I.R.E. (HIRING INTO REWARDING EMPLOYMENT)

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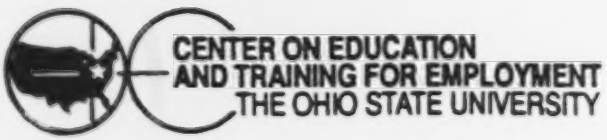

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- the quality and nature of partnerships with education, business, industry, and labor;
- an opportunity for persons in at-risk situations to succeed in education, training, and work environments;
- the short- and long-range planning for education and training agencies, and
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ANNUAL EVALUATION OF PROJECT H.I.R.E.

(HIRING INTO REWARDING EMPLOYMENT)

CENTER ON EDUCATION AND TRAINING FOR EMPLOYMENT

THE OHIO STATE UNIVERSITY

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INTRODUCTION

The purpose of this document is to describe the procedures and the results for the evaluation of the first year (1990-91) of Project HIRE (Hiring into Rewarding Employment) at the Center on Education and Training for Employment, The Ohio state University, Columbus, Ohio. The contact person for Project HIRE for purposes of this evaluation was Margo Izzo, Director of Project HIRE.

Project HIRE is a three-year federally funded project designed to assist students with disabilities to gain and retain meaningful employment. Currently, Project HIRE is serving 50 students with disabilities in the Great Oaks Joint Vocational School District near Cincinnati, Ohio.

The CIPP (Context-Input-Process-Product) Evaluation Model was used as a guide in planning and conducting this evaluation. To facilitate documentation and assimilation by the reader, this report will address each component of the evaluation separately. However, results from all sections will be integrated in the conclusions and recommendations sections.

I. PROGRAM OVERVIEW

In response to the need for a more effective school-to-work transition for high school students with disabilities, the Center on Education and Training for Employment in conjunction with the Ohio Department of Education, Division of Career and Vocational Education secured funds from the U.S. Department of Education, Office of Special Education and Rehabilitative Services to establish a three-year program in the Great Oaks Joint Vocational School District near Cincinnati, Ohio. This program assists students with disabilities gain the technical, employability, and social skills, as well as the contacts and support services needed to acquire and maintain gainful employment.

The purpose of this project is to implement and test an employment intervention program that assures that students with disabilities are fully integrated into competitive employment before the support services of the secondary vocational program are terminated.. For youth who cannot maintain employment, a thirteenth year may be added to the secondary training and employment program or the student may return as an adult to gain additional training and employment assistance from the vocational program. Ohio House Bill 489 assures that persons with disabilities may gain vocational services through vocational education at no cost.

Most of Project HIRE's services to students (job club, individual employment counseling and job development, job coaches/trainers, and co-worker mentors) are carried out by two employment intervention specialists in the four career development campuses of Great Oaks Joint Vocational School District who nominated students for the

program. Great Oaks offers their vocational education services to 35 affiliate school districts in the Cincinnati area. Students may choose from over 60 vocational programs, all of which are based on labor market needs, designed from input from area employers and accredited by the North Central Association of Colleges and Secondary Schools. Great Oaks is recognized for high quality, innovative competency-based programming which makes it possible for students to progress at their own pace.

Individualized Education Programs (known commonly as IEP's) and Individualized Transition Plans (ITP's) were proposed to guide the activities and services for each student. An effective IEP requires collaboration among the employment intervention specialists, other school personnel, the student and the student's family, employers, and any needed social service agencies. It is the goal of this process that youth with disabilities be fully integrated into competitive employment at least six months prior to graduation so that they have available to them the support offered by the program, as well as by appropriate community services, at the initial stages of employment.

Funds for the implementation of this program were earmarked primarily for staff salaries, including a project director, an assistant director, two employment intervention specialists, and three consultants. In addition, this project funds related technical assistance efforts.

During the 1990-91 school year, 50 students with disabilities were enrolled in Project HIRE. Seventeen of the students (34%) are women and 33 (66%) are men. Nine of the students (18%) are non-White

and forty-one (82%) are White. Twenty-seven (54%) had already graduated from high school when they enrolled and 23 (46%) are seniors. The students have a variety of disabilities, including learning, developmental, and emotional disabilities; brain injuries; and visual impairments.

Students ere enrolled in a variety of vocational programs, including horticulture, food services, child care, carpentry, diesel mechanics, business and data processing, auto body, masonry, welding, and electronics.

II. EVALUATION METHODOLOGY

The evaluation of any program should have a strong practical and theoretical model which provides the structure and guidance for implementing the evaluation. While many leaders in the field of educational program evaluation recognize that standard program evaluation models are seldom used in their entirety, the identification of a standard evaluation model to serve as a guide in conducting the evaluation is useful. The evaluation model selected for the evaluation of Project HIRE is the CIPP (Context-Input-Process-Product) Model, originally developed by Stufflebeam. It is one of the most widely implemented educational evaluation models in existence. A brief description of the purpose for each of the four components follows:

(1) Context Evaluation. To assess the degree to which the program has clearly defined the context within which the program will operate.

(2) Input Evaluation. To assess the degree to which the program's objectives and procedures correspond to the program's context.

(3) Process Evaluation. To determine the degree to which planned procedures are being implemented, and to identify any difficulties associated with the implementation of those planned procedures. Also commonly referred to as formative evaluation.

(4) Product Evaluation. To determine the degree to which program goals have been attained. Also referred to as summative evaluation.

Since Project HIRE includes a strong research component which is focusing on the project's outcomes, the evaluation herein has been charged with a formative focus. Therefore, the process evaluation will receive the most emphasis, although all four evaluation components will be addressed.

Data were secured by the following data collection procedures:

- Examination of all program documentation relevant to the evaluation, including the funding proposal, newsletters, meeting reports, and promotional literature.
- Interviews with the program director, employment intervention specialists, VOSE coordinators, vocational instructors, and students.
- On-site observations of program activities, including job club, one-to-one counseling, and parent contacts.

Data sources for each evaluation component are as follows:

Context Evaluation

- Funding proposal

Input Evaluation

- Funding proposal
- Program information releases

Process Evaluation

- Promotional materials
- Interviews with staff
- Interviews with students
- On-site observations

Product Evaluation

- Student retention data
- Student placement data

The outline below presents the process used by the evaluator to carry out the evalution.

I. Plan the Evaluation

A. Identify and adapt the evaluation design

B. Submit evaluation questions and proposed procedures to the project director (for each site visit)

C. Revise and print evaluation questions

D. Make site visit arrangements (for each site visit)

E. Develop data collection instruments (for each site visit)

F. Submit instruments to project director

G. Revise and print

II. Conduct the Evaluation

A. Conduct first site visit

B. Conduct informal debriefing with project director

C. Develop draft interim report

D. Submit draft to project director

E. Revise and print interim report

F. Conduct informal ongoing data collection with project director; participate in selected project meetings

G. Conduct second site visit

H. Conduct informal debriefing with project director

I. Develop draft annual report

J. Submit draft to project director

K. Revise and print annual report

III. EVALUATION RESULTS

This section of the report presents answers to the evaluation questions posed for each of the four evaluation components. Results are presented by componet. As was mentioned earlier, the process component will receive the most attention.

Context Evaluation

The context evalution examines how well the program has defined the context within which the program will operate.

1. Has the need for Project HIRE been documented?

Based on a review of the "Importance" and "Technical Soundness" portions of the funding proposal, the national need for Project Hire has been established. The proposal does not focus on the local need for the project; however, it is probably safe to assume that it reflects the local need.

2. How was the need documented?

The need was documented primarily by presenting national statistics. For example, the proposal states that only 29 percent of youth with disabilties who are out of school are working full time; over half are not working at all; 85% of those working earn less than eight thousand dollars a year; over half of those working actually earn less than two thousand dollars a year; and that 56 percent of youth with disabilties need but do not receive vocational services.

Since the process of site selection would not take place until funding was secured, the proposal does not present any statistics

specific to the Cincinnati area or to the Great Oaks Schools; however, it does state that there are 26 thousand high school students with disabilties in Ohio and that 9,756 are enrolled in vocational programs. The proposal also indicates that although students with disabilties make up 10 percent of the total vocational enrollment, only 37 percent of students with disabilties are receiving vocational services, a percentage even worse than the national average. Perhaps the inclusion of some local site selection criteria or some sample local statistics would have made this section of the proposal even more complete.

3. Has the setting within which the project would operate been described adequately?

Again, the proposal describes the context nationally but could not yet address the local setting. The inclusion of state or sample regional labor market, transportation, adult services, and parental involvement data or a description any sites under consideration would have made this part of the proposal even more complete.

Input Evaluation

The input evaluation assesses the degree to which the program's goals, objectives, and proposed procedures correspond to the program's context.

1. Does the program have specific stated goals and objectives?

Based on a review of the funding proposal, Project HIRE has the following purpose and objectives:

Purpose : To implement and test an employment intervention

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program that assures that students with disabilities are fully integrated into competitive employment prior to graduation from high school.

Objectives :

1.To implement and test an employment intervention program that adds a 13th year of additional training for youth with disabilities who are at risk of not maintaining employment prior to program completion.

2.To utilize an IEP/ITP planning process to coordinate the activities of school and agency personnel, families, and employers/employees so that youth with disabilities are placed in employment prior to leaving school.

3. To initiate a partnership with employers program that recruits volunteers from among co-workers as well as delivers an intensive training program for frontline supervisors.

4. To provide cross-agency training for school and agency personnel, families and employers on implementing a coordinated transition planning process.

5. To facilitate communication among local interagency task forces and the one state interagency task force so that policies and practices that promote transition to employment can be established and disseminated.

6. To evaluate the training and employment intervention program with outcome measures that determine initial and continuing employment status and measures of employer and youth satisfaction.

2. Do these objectives correspond to the needs identified in the context evaluation?

The objectives of Project HIRE do correspond to the needs of persons with disabilties. Basically, students with disabilties need vocational services so that they can secure and maintain employment and Project HIRE's objectives provide for vocational and the related support services needed to help make that happen.

3. Does the program design or plan correspond to the stated objectives?

The program design corresponds quite well to the objectives. The program, as proposed, provides for comprehensive student identification and assessment; vocational training; the required individualized education programs and transition planning; assistance with employment through job clubs, job development, counseling, job coaches/trainers, and co-worker helpers; as well as the technical assistance needed for the employment intervention specialists, employers, and parents.

Process Evaluation

The process evaluation assesses the degree to which the program's stated objectives and planned procedures are being implemented.

1. Has the employment intervention program been implemented in two state-funded schools?

The employment intervention program has been implemented in four career development centers within the Great Oaks Joint Vocational

School District near Cincinnati, Ohio. The program, initiated in December 1990, has been fully operational for seven months. Because of the critical need for the services offered by Project HIRE, virtually no specific start-up time was needed to recruit students. Fifty students were identified and registered (with their parents' permission) almost immediately. In fact, a waiting list had to be created and one of the most difficult problems encountered by the employment intervention specialists was frustration due to enrollment limitations placed on them.

2. Has appropriate staff from the Center on Education and Training for Employment facilitated the implementation of the program?

According to interviews with the Great Oaks site staff and to the obervations of the evaluator during project meetings, appropriate staff at CETE has indeed provided both formal and informal techincal assistance to the Project HIRE site staff. This technical assistance has focused mainly on student identification, record-keeping, matching interventions and services with individual student needs, the content of job club, individualized transition plans, dealing with parents and employers, the role of the job coach, and student assessment. Most of this technical assistance was provided directly by the project director during meetings and telephone conversations; however, consultants were occasionally used when needed. For example, researchers from CETE were called upon to assist with record-keeping and a special consultant was engaged to assist the job coaches.

3. Has a local interagency task force been initiated at each site?

One of the four sites, Laurel Oaks, had a local interagency task force before Project HIRE was initiated; however, Project HIRE has helped to define more precisely the mission and goals of this task

force, namely to bring together the needed services for individual students.

Although the three other sites do not have task forces per se, the special needs supervisor serves on an interagency special needs advisory counsel that serves all four sites. This counsel meets two to three times per year and focuses on broader issue than individual student needs.

According to the project director and to this evaluator's observations, the two employment intervention specialists are bringing services together effectively for individual students; however, other persons in positions such as theirs might not. In that case, an interagency task force for each site that addresses individual students' needs may be necessary.

4. Has transition planning been initiated in the ninth grade?

Transition planning is now a mandated part of the IEP; however, its full development and adoption has been hindered by concerns on the part of schools that they will be held liable if the adult service providers do not deliver the services needed and identified in the IEP/ITP. Thus, schools are currently considering the most appropriate kind of wording for the IEP/ITP and its implementation will eventually be realized for all 16 year olds with disabilties.

5. Have students been placed into appropriate vocational programs?

The Great Oaks School District has an established procedure for placing students with disabilities into vocational programs. First, all tenth graders with IEP's are encouraged strongly to have a vocational assessment. A report is then written reflecting the

results. Next, the student and parents are counseled and when a viable program is agreed upon, the vocational objectives become part of the IEP.

6. Is there coordination with adult service providers?

There is strong coordination between the project and adult service providers mainly due to the committment and competence of the two employment intervention specialists. As was noted earlier, only one of the four campuses has an activated interagency task force. Through technical assistance provided by the project director, the vocational special education (VOSE) coordinator at that campus (Laurel Oaks) has assisted personnel from both Highland and Fayette counties to develop core transition team brochures that outline services available in each county (See. Appendix E).

7.How has the project been promoted with employers?

Project HIRE has been promoted with an employers through early telephone contacts from the employment intervention specialists, job fairs, and a special program brochure developed for employers (See Appendix C). Two job fairs were held during the 1990-91 school year. Both job fairs provided an overview of support services available for youth with disabilities. Approximately 55 employers participated in the two fairs.

8. How has the project assisted employers in working with employees with disabilities?

The project has provided job coaches/trainers for students who need someone to assist them when they first begin their jobs. In

addition, the project is helping to initiate a "co-worker buddy program" whereby one of the student's co-workers will act as a buddy or helper when the job coach/trainer is phased out. The project also works with employers individually on an as-needed basis and provides technical assistance in working with young employees with disabilities. The formal, intensive training for employers that was proposed has been modified from a one-day inservice to more informal technical assistance provided by the employment intervention specialists through both job fairs and through the job trainers. Intensive training for the job trainers was provided through a three-day inservice in August 1990.

9. Has the project initiated an employee volunteer program?

The employee volunteer program is developing, but slowly and informally. The volunteer co-worker is to act as a buddy to the disabled worker and is intended to eventually replace the job coach/trainer. At least one employer has been resistant to the concept; however, project staff believe strongly that this employer's concerns will be minimized once he is exposed more appropriately to the idea. For example, project staff believe that the original designation of "co-worker advocate" might have been threatening to some employers and that the designation of buddy or helper might make the concept more acceptable.

10. Has cross-agency training occurred?

According to the project director, cross-agency training was not feasible during the first year. The project is planning such a workshop for October 1991 and is co-hosting an interagency conference

in May 1992.

11. Have workshops for parents been conducted and how effective have they been?

Because parental involvement is such a critical factor in successfully placing students with disabilties on jobs and because it is often difficult to get many parents to participate, Project HIRE provided a subcontract to an organized and highly vocal statewide parent group in Columbus to organize a parent training workshop. Unfortunately, the workshop was planned at an inconvenient time for many of the parents in the Great Oaks area and only eleven parents (none from Project HIRE) participated. Workshop evaluations were unavailble at the time this report was being developed.

12. What kind of participation has there been by project staff on state interagency task forces?

The special needs supervisor serves on the Hamilton County Employment Task Force, the Hopewell Vocational Task Force, Project CAPABLE Advisory Board, Hamilton County Transition to Work Management Team, and the Laurel Oaks Transition to Work Management Team. She has made a presentation to the state interagency task force where she presented the Project HIRE model.

13. Has the project published a quarterly newsletter?

The project has published two quality issues of the quarterly newsletter during the first year. This newsletter is disseminated to approximately 1500 school and agency personnel across the state of Ohio. (See Appendix D for sample newsletter).

14. Has the project provided technical assistance to local interagency task forces to help them develop a community plan that assures the transition needs of youth with disabilities?

The project has assisted the local interagency task force at Laurel Oaks to define its mission and scope. Currently, the project director is assisting this task force to develop follow-along procedures that would assist youth who have exited secondary special education gain and maintain employment as needed. The project director has also presented to and participated in the Special Needs Advisory Committee for the entire Great Oaks School District. The project director has also presented to three other local task forces across the state.

15. What difficulties have been identified by site staff in implementing the project as proposed?

Five areas of difficulty have been identified by both project staff and the evaluator during the first year.

(1) Graduated Students. The employment intervention specialists have found that it is difficult to work with students who have already graduated from high school because these students have already become accustomed to not going to school or work. Many of these students are difficult to influence, have developed poor work habits and frequently do not show up to scheduled appointments.

(2) Parents. In some cases, parents have prevented the successful placement of students on jobs. In one case, for example, a student with a developmental disability enrolled in the baking program and excelled in cake decorating although she was slow at the

mass-production aspects of baking. The employment intervention specialist found a small bakery that specialized in customized cakes that was very interested in hiring this student. The bakery, however, would need her to begin at 5:00 a.m. each morning and the student did not currently possess a drivers license. The employment intervention specialist could not find adequate bus service at 5:00 a.m. in the morning, but could find it in the afternoon for her return trip home. Thus, the employment intervention specialist made arrangements for a taxi company to drive her there in the morning. The parent objected to this arrangement because he felt that the cost of the cab was too high in relation to the salary that was offered. He did not allow his daughter to accept the job. Thus, the student now sits idle and unemployed, receiving public assistance.

(3) Poor Work Ethic. In some cases, higher functioning students who had not been assigned a job coach/trainer, lost their employment because of poor general work habits, a problem which was identified early and is being addressed.

(4) More Clerical Support. There is a tremendous amount of paperwork and individualized assistance associated with Project HIRE and at times it seemed as if the clerical support was insufficient.

(5) Personnel Changes. Personnel illness and pregnancy, especially at the end of the first year, made it difficult to keep services consistant, although effective substitutes were in place.

Product Evaluation

The product evaluation assesses the outcomes of the program. Although a separate related research study is addressing program outcomes in detail, this evaluation will examine some more basic and

braod outcomes.

1. What percentage of Project *HIRE* students have attained employment?

Twenty-four of the fifty Project HIRE participants (48 percent) had already been placed on jobs at the time this report was being developed and three or four more students were close to placement. The remainder of the students will continue to receive placement services throughout the summer.

2. How satisfied are students, parents, and employers with the program's services?

A total of 18 students were interviwed, 12 from Project HIRE and 6 from a control group. Eight of the students were seniors and three had already graduated.

Students were asked to respond to five questions relating to the kind of help they get in finding a job, their future plans, how much contact school staff have with their homes, other help they need, and how school can be a better place. With the exception of the first question (i.e. What kind of help are you getting in finding a job?), there was little difference between project HIRE and control group answers. Project HIRE students seemed to be able to articulate the specific nature of the help they received a bit better. Examples are:

"They call me when they find something."

"They give me advice."

"They make appointments for me."

"Job club"

"They help me fill out a resume."

"They set up interviews."

"They find the places hiring."

THey help me with interviews and applications."

Examples of control group responses to the same questions are:

"I don't need help."

"I don't get much help."

"My (voc) teacher helps."

"My teachers tell me how to ask questions for an interview."

The PIC program got me summer employment for 3 summers and that taught me good employment skills."

"My mom helps."

Project HIRE students responded that job club was helpful and all students responded that they got the help they needed from school. All students interviewed, however, seemed less concerned with services and more concerned with the more social aspects of school life. Below are recommendations both groups of students offered in how to make school a better place:

"Have a smoking area."

"Have better food in the cafeteria."

"Give us longer lunch breaks."

"Give us longer breaks between classes."

"Let seniors out for lunch."

"Put some tables outside for lunch."

"Let us bring radios to school."

"Let us wear shorts in school."

"Have D.J.'s."

"Hold a dance in the cafeteria."

"Let everyone eat lunch in the Big Boy."

"Let us go home to eat."

"Improve quality of lab equipment" (1 student)

Some students with developmental disabilities were aware of and unhappy about curricular modifications that were designed to help them, such as omitting certain higher order tasks. For example, some students in the baking program were unhappy that they were not being taught to make wedding cakes while other students were. Some child care students complained that they were not being taught how to work with young babies while other students were. A visually impaired student was dissatisfied with the lack of materials available in Braille and a dyslexic student felt that teachers needed to know more about the different types of disabilities.

The parents of two students were interviewed and although both were positive about the program neither offered detail. The father of an employed student responded, "They got him a job and he may not like it but at least he's working."

Four employers were interviewed and all four were quite pleased with the program. All four employers were particularly impressed with the helpfulness of the job trainers that the program provided. Two employers described some specific accomodations they had made for the employee. For example, upon discovering that their new brain injured employee confused the South and West wings of the building, one employer placed signs at each wing to help. (Chances are that several other persons were also aided by the signs.) Another employer adjusted the job for their developmentally disabled employee from multiple to a

single task, with the assistance of the trainer. The only problems that have come up, according to these employers, have been with co-workers' insensitivity.

Examples of employers specific responses follow:

> " He's doing a fine job. We carved out a specific task for him. We're very impressed with the program and the trainers."
>
> "He's working fine. He sorts documents, types labels, and files film. He comes in daily."
>
> "He had a trainer for 1-2 weeks. He's doing fine. We're glad we took the chance on him."
>
> "He's doing very fine. He's reliable. The trainer was very helpful."

IV. CONCLUSIONS AND RECOMMENDATIONS

Project HIRE is addressing a critical nationwide problem - employing persons with disabilities. This is confirmed by the fact that the program has been able to recruit its targeted number of students and there is actually a waiting list to get in. Project HIRE has an exceptionally comprehensive design that recognizes that successful placement of students with disabilities depends on the committment and cooperation of the schools, community agencies, parents, employers, and the students themselves. The program has recruited outstanding staff and is, indeed, providing students with disabilties with the support services needed to find and keep gainful employment, including taking the time to contact all necessary community agencies to tap support services not available from the school. Although 26 students have still not been placed on jobs, it is important to emphasize that services will continue for them throughout the summer and into the next school year, if necessary; however, homes and communities must do their parts, too. Inadequate public transportation, an economic recession, and inappropriate attitudes on the parts of many employers as well as some parents still hinder placement efforts. Project HIRE recognized most of these as potential impediments (with the exception of transportation) from the beginning and is still attempting to address them through technical assistance and training. Such changes in attitudes do not occur overnight.

Although unforeseen in the proposed project design, focusing project resources on students who have already graduated has proven to be unrealistic as was delegating the parent training to the

Columbus-based parent group. Based on discussions with the project staff as well as with students concerning difficulties in placing students on jobs, many parents still have unrealistic views concerning their daughters' and sons' transition to work.

Although program modifications are within the province of the needs and resources of program managers, sponsors, and staff, the following recommendations are offered. These recommendations are based on the opinions of the program evaluator with input from the project director and staff.

(1) Parent Workshops. The project director should assume closer supervisory control over the parent training during the next two years. The training should be implemented by persons who are known and trusted by the parents of Project HIRE students ... namely the Great Oaks School District. The project director should prepare a subcontract to the Great Oaks School District with specific objectives for the parent workshops, including a minimum number of parents to be served (e.g. 75% of Project HIRE parents). If nescessary, parents should be paid an attractive stipend to attend and the date, time and location must be convenient for them. Since the Great Oaks School district is spread out in rural areas, it may be wise to conduct several area workshops. Needless to say, all evidence shows that parents really do need the training that this program can offer.

(2) Parental Agreement. As an additional source of technical assistance to parents, Project HIRE should develop a form for parents to sign when students first enroll in the project which outlines their responsibilities as parents as

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well as assumptions about the importance of work for their sons and daughters. During the enrollment process, parents should be told verbally and in writing that being productive citizens is more important than anything else for their children. Perhaps this could also be accomplished through a formalized ITP (See recommendation #8).

(3) Interagency Task Forces. The Project should devise a back-up system to assure continuation of the school's coordination with other service providers in case there are personnel changes. Perhaps, a task force like the one at Laurel Oaks should exist at each site.

(4) Clerical Support. Additional resources for supplies and clerical support should be provided.

(5) Job Trainers. Students with poor work ethics should be provided job trainers, even if these students are higher functioning.

(6) Graduated Students. The project should not target (i.e. should not actively recruit) graduated students; however, the program's services should be available to them if they request it. Also, the project should inform graduating seniors that services will be available to them for one to two years after they graduate.

(7) Earlier Services. Since dropping out is also a critical problem among students with disabilties and since most students drop out after ninth grade, Project HIRE should be available to students earlier. The required ITP at age 16 confirms the need for transition (including vocational) services beginning earlier.

(8) Transition Planning. All Project HIRE students (including graduates) should have a formal IEP with individualized transition services clearly outlined and agreed upon by the student, a family member, and school and any agency personnel. Such a plan could include functional goals and objectives related to employment, community living, and interpersonal domains; the specific services required for their achievement; a schedule for service delivery; and evaluation criteria.

APPENDICES

A. Site Visit Schedules

B. Evaluation Questions and Interview Schedules

C. Employer Brochure

D. Sample Newsletter

E. Core Transition Team Brochure

APPENDIX A

First Site Visit Schedule for Formative Evaluation of Project HIRE

Joan Friedenberg

Thursday, February 14, 1991

9:45 a.m.	Arrive at Live Oaks	
10:00	Interview Control Group Students	
10:30	Interview Susie Rutkowski	
11:30	Interview Project HIRE Students	
1:30 p.m.	Arrive at Laurel Oaks	Closed
1:45	Interview Project HIRE Students	due to
2:15	Interview Control Group Students	snow

Friday, February 15, 1991

9:00 a.m.	Arrive at Scarlet Oaks
9:15	Interview Maggie Hess
10:00	Interview Project HIRE Students
10:45	Interview Control Group Students
11:30	Interview Julia Green
1:00	Arrive at Diamond Oaks
1:15	Interview Project HIRE Students
1:45	Interview Control Group Students

Second Site Visit Schedule for the Formative
Evaluation of Project HIRE

Joan E. Friedenberg

Tuesday, May 28, 1991

10:00	Arrive at Scarlet Oaks
10:30	Interview 3-5 HIRE students (group interview)
11:00	Interview 3-5 control students (group)
11:30	Interview 2 vocational teachers
12:00	Lunch Break Travel
1:45	Arrive at Laurel Oaks
2:30	Interview 3-5 HIRE Students (group interview)
3:00	Interview 3-5 control group students (group)
3:30	Interview 2 vocational teachers
4:00	Interview VOSE Coordinator

Wednesday, May 29, 1991

9:45	Arrive at Diamond Oaks
10:00	Interview Maggie Hess
10:30	Interview 3-5 HIRE students (group)
11:00	Interview 3-5 control group students
11:30	Interview 2 vocational teachers
12:00	Interview Julia Green

Thursday, May 30, 1991

9:00	Arrive at Live Oaks
9:15	Interview 3-5 HIRE students (group)
9:45	Interview 3-5 control group students (group)
10:00	Interview 2 vocational teachers
11:00	Adjourn

APPENDIX B

Evaluation Questions

Objective #1 - To Implement an EIP

1. Question: Has the EIP been implemented in 2 state-funded schools?

   Method: Interview Margo Izzo (P.D.) and secure names and phone numbers of the 2 EI specialists; review materials

2. Question: Has CETE facilitated the implementation of the EIP? How?

   Method: Review/attend meetings--Evidence of T.A.?
   Interview the 2 EI specialists--Susie, Julia and Maggie
   Interview P.D.

3. Question: Has a local interagency task force been initiated at each site?

   Method: Interview P.D.
   Interview 2 task force members
   Review meeting materials

Objective #2 - Use IEP/ITP Planning Process

4. Question: Have key staff at the implementation sites received adequate inservice training and T.A.?

   Method: Review materials and evaluations
   Interview staff--Susie and Julia

5. Question: Has transition planning been initiated in 9th grade?

   Method: Review vocational assessment results of 9th graders
   Interview P.D.
   Interview site staff

6. Question: Have students been placed into appropriate vocational programs?

   Method: Interview Julia and Susie
   Interview students
   Analyze IEP/ITP documents

7. Question: Is there coordination with adult service providers?

   Method: Analyze IEP/ITP document

Objective #3 - Initiate Partnership with Employers

8.	Question:	What has project done to promote their program with employers?
	Method	Interview P.D. Review promotional materials
9.	Question:	How has project assisted employers in working with employees with disabilities--Interview employers
	Method	Interview P.D. Review T.A. materials Interview employers
10.	Question:	Has project initiated an employee volunteer program?
	Method	Interview P.D. Interview site staff

Objective #4 - Provide Cross-Agency Training

11.	Question:	Has such training occurred?
	Method	Interview P.D.
12.	Question:	How effective has it been?
	Method	Analyze evaluation data
13.	Question:	Has follow-up technical assistance to schools occurred?
	Method	Interview P.D. Interview site staff--Susie, Julia, and Maggie Review related documents
14.	Question:	Have workshops for parents been conducted?
	Method	Interview P.D. Review documents
15.	Question:	How effective have they been?
	Method	Review evaluations Interview parents

Objective #5 - Facilitate Communication Among Interagency Task Forces to Provide Community-based Services?

16. Question: What kind of participation has there been by project staff on state interagency task force?

    Method: Interview P.D.
    Interview L.D.
    Interview site staff

17. Question: Has project published quarterly newsletter?

    Method: Interview P.D.
    Review newsletter

18. Question: Has project provided T.A. to local interagency task forces to help them develop a community plan that assures the transition needs of youth with disabilities?

    Method: Interview P.D.'s
    Review related documents

Objective #6 - Evaluate the Outcomes of the EIP

19. Question: What is project doing to evaluate the outcomes of the EIP?

    Method: Interview P.D.'s
    Review data collection instruments

20. Question: How satisfied are the youth and the employers?

    Method: Interview employers
    Interview youth

Project H.I.R.E
Formative Evaluation

SITE STAFF QUESTIONNAIRE

Name _____ Schools _____

Interviewer _____ Date _____

1. Has CETE helped you implement the Employment Intervention Program? How?

2. How have students been placed into vocational programs?

3. Has the IEP/ITP Planning process been used? How? Formally? Informally? Have there been problems in implementing this process? How have you addressed these problems or adapted the process? Review documents.

4. Has transition planning been initiated in the 9th grade? Why not?

5. What kind of coordination is there with adult service providers?

6. Have you received adequate training and technical assistance from CETE related to the IEP/ITP Planning Process? What has been the nature of the TA?

7. What kind of coordination is there so far with employers? Any documents to review?

8. What kind of contact or coordination is there with students' parents/families/guardians?

9. Have you had any participation on the state interagency task force?

10. Have any students been placed on jobs yet? Can you describe cases--both good and disappointing?

11. In general, what have you seen as the biggest problems in implementing this program?

12. If we were to put this program in another district or state, what recommendations and/or changes would you make?

Guide for Selecting Students to be Interviewed
(Categories are not mutually exclusive)

Scarlet - Experimental

3 males	2 females
4 white	1 non-white
3 grads	2 non-grads

Scarlet - Control

3 males	2 females
3 white	2 non-white
3 grads	2 non-grads

Diamond - Experimental

4 white	1 non-white
2 males	3 females
3 grads	2 non-grads

Diamond - Control

4 white	1 non-white
2 males	3 females
4 grads	1 non-grad

Live - Experimental

4 males	1 female
4 white	1 non-white
1 grad	4 non-grads

Live - Control

1 male	4 females
5 white	0 non-white
1 grad	4 non-grads

Laurel - Experimental

4 males	1 female
5 white	0 non-white
0 grads	5 non-grads

Laurel - Control

5 males	0 females
4 white	1 non-white
3 grads	2 non-grads

Project H.I.R.E.
Formative Evaluation

STUDENT GROUP INTERVIEWS

Interviewer _____ School _____ E-C Date _____

Students Interviewed:

Name	Grade	Voc Program (?)	JC?	PT?
_____	_____	_____	___	___
_____	_____	_____	___	___
_____	_____	_____	___	___
_____	_____	_____	___	___
_____	_____	_____	___	___

1. What kind of help do you get in finding a job?

2. What are your plans after you leave school in the future? Is anyone helping you make those plans?

3. Does anyone from the school ever visit or talk to your parents or anyone at home? If yes, why? Was it helpful?

4. Is there any help that the school does not give you that you need?

5. How can the school help you and other students like you more?

6. Have you ever participated in an IEP or ITP meeting? If yes, did it help you plan for your future?

7. Have you participated in a job club? If yes, has it been helpful? Please explain.

8. How helpful was your vocational program in teaching you the vocational and the employability skills (social) to gain and maintain a job?

Project H.I.R.E.
Formative Evaluation

VOSE COORDINATOR QUESTIONNAIRE

Name _____ School _____

Interviewer _____ Date _____

1. What is your role exactly?

2. How are students with disabilities placed into vocational programs?

3. Can you tell me how the IEP and ITP planning processes are used and carried out?

4. Can you describe any services or processes that are occurring at the home school which you feel are effective and making your job easier?

5. Can you describe any services or processes in the home school which are not occurring or which are not occurring effectively and which are making your job more difficult?

6. Can you describe any services or processes that are occurring at the vocational school which you feel are effective and making your job easier?

7. Can you describe any services or processes in the vocational school which are not occurring or which are not occurring effectively and which are making your job more difficult?

Project H.I.R.E.
Formative Evaluation

VOCATIONAL INSTRUCTOR QUESTIONNAIRE

Name _____ School _____

Interviewer _____ Date _____

1. Can you tell me a little about the occupational area you teach in?

2. Is your class intended for self-enrichment or to help students get jobs?

3. Do your students usually find jobs related to their training in this class? If so, how?

4. Do you ever have students with disabilities? If so, what kinds of disabilities?

5. What kinds of special things do you have to do to teach students with disabilities?

6. What about job placement for them? Is there anyone to help them?

7. Do you feel you can handle students with disabilities O.K.?

Join the many satisfied employers who have found that hiring individuals with disabilities is good business!

"Our experience with the Special Needs Job Placement Program through the Great Oaks Joint Vocational School District has been an extremely positive one. Not only did we get a motivated employee with an exemplary attendance record, but also a job trainer provided by the program who smoothed the way during the training period and prepared our employees to deal with any special needs which might arise. That, in turn, united our employees in a common effort to help out our new team member; everyone felt a special "stake" in helping him succeed. Mike has been with us almost two years, and has been a conscientious, hard-working, and dedicated employee. I have no doubt that this is largely due to the excellent preparation of the Great Oaks prorgam."

Nancy C. Helwig,
Personnel Director

T-Shirt City, Inc.,
Cincinnati, Ohio

"Great Oaks Special Needs Placement Program has provided our company with potential candidates that will meet our staffing needs as well as the needs of the candidates. We have already reaped the benefits of two employees who have fit nicely within our organization."

Patty Rechtin,
Human Resources Manager

GRE Insurance Company,
Milford, Ohio

Project HIRE

The Bottom Line

Individuals are sometimes born with disabilities, but no one is born with the ability to understand and accept disabilities. Understanding and acceptance come only through experience. Now Project HIRE gives you the opportunity to gain experience - hands-on, supported experience - and to try something you may not have thought about before.

Don't jump to conclusions about who's likely to gain the most when you decide to hire an individual with a disability. Experience shows that employees with disabilities are productive, loyal, dependable workers who make solid contributions to their employers' bottom line.

Contact a Great Oaks Job Placement Specialist to find out how Project HIRE can work to your advantage.

Scarlet Oaks C.D.C.
3254 East Kemper Road
Cincinnati, Ohio 45241
(513) 771-8810

— or —

Live Oaks C.D.C.
5956 Buckwheat Road
Milford, Ohio 45150
(513) 575-1900

GREAT OAKS

Joint Vocational School Distict

Project HIRE

If you're an employer who ...

Needs dependable people to work on your team ...

Is tired of high job turnover rates ...

Is preparing to hire new workers ...

You should know about

Project HIRE

- Hiring Individuals for Rewarding Employment

APPENDIX C

Need skilled workers?

Great Oaks Joint Vocational School District can provide you with the skilled workers you need. When you hire an employee through Great Oaks Project HIRE, you and your employee benefit from a range of support services.

Our primary goal at Great Oaks is successful employment for all students. The services provided through Project HIRE assist students with disabilities and their employers during the transition from student to employee so that this goal quickly becomes a reality.

Project HIRE provides you with:

- An employee whose aptitudes and abilities have been carefully matched to the job and who has received competency-based skills training in a Great Oaks vocational program.
- The services of a Great Oaks Job Trainer, who provides on-the-job training to the employee, monitors employee progress, and assists with job accommodations.
- Co-worker "Buddy Program", in which a new employee may be paired with an experienced employee who volunteers to provide both technical and social support.
- Transitional services to ensure a successful transition from school to work. The network of Special Needs staff is available to guide students into rewarding employment.

Why hire employees with disabilities?

Research has shown that employees with disabilities ...

Have fewer major injuries on the job as they tend to be more careful than employees without disabilities

Have lower absentee rates than employees without disabilities

Match productivity levels of employees without disabilities when proper training is provided

In addition ...

Insurance rates are not increased. Most individuals with disabilities possess any special equipment they need by the time they've reached eligible employment age, and they've usually maintained better regular medical care than their peers who do not have disabilities.

Compensation is available for most costs involved in training employees with disabilities, and there is no cost for the Great Oaks Job Trainer. Other financial incentives may be available to you. These can be coordinated by the job placement specialist.

By the year 2000, the percentage of 16 to 24-year olds in the labor force will decline from the current 30% to less than 16%. We face a serious shortage of entry-level workers and we will have to use all of our available resources. This includes more than 30 million individuals with disabilities. You can begin to gain the advantage of these resources now!

Great Oaks Joint Vocational School District offers educational opportunities without regard to race, color, national origin, sex or handicap. Great Oaks is accredited by CARF (Commission on the Accreditation of Rehabilitation Facilities)

TARGETING EMPLOYMENT PROGRAM

THE BRIDGE

• • • Connecting persons who facilitate the school-to-work transition for persons with disabilities

TRANSITION TO SUCCESS

by Susie Rutkowski

Martin Gorka at work at GRE Cincinnati, Ohio

"Any goal worth reaching takes many small steps." Martin Gorka believes in and lives by this creed. Martin Gorka is a young man, 20 years old, with cerebral palsy and mental retardation. His goal was to find a job where he can use his typing and filing skills. He has always wanted to work in a big office as a clerical worker. Going through a series of small steps, he has achieved his goal. On the way, he has had many other successes and a few setbacks.

Martin Gorka started at Scarlet Oaks Vocational School during the 1987-88 school year. During this year, his instructors discovered his talent for work in the clerical field. He learned to type, file, and perform other basic office procedures. During the spring of 1987, Martin got his first paid job at a Friendly's Restaurant. During the three years he worked at Friendly's, he made many friends and learned many important work skills. The management valued his contributions; in the fall of 1989 he was named Employee of the Month.

(Continued on p. 7)

"For students with disabilities having paid employment during secondary school has a strong relationship to the ability to obtain a paid job upon leaving school" (Hasazi, 1985)

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FRANK NEW SPEAKS OUT ON TRANSITION

Frank New, State Director
Division of Special Education

Frank New, Director of Special Education, Ohio Department of Education, met with Margo Izzo, Project Director, and Lawrence Dennis, Liaison Between Special and Vocational Education, on October 10, 1990. The following interview was conducted.

Question 1: Recent follow-up studies have reported that students with disabilities who exit our special education programs do not do well as participating members of society.

As Director of Special Education, what can you do to ensure that Ohio programs will deliver a "free and appropriate public education" that will result in a higher employment rate and improved functional skills that will enable students with disabilities to participate more fully in society.

Response: In an effort to ensure that all children with disabilities have the opportunity to contribute to society, special education programs must begin to focus on the quality of our product--that is, our students. We must review our existing IEP process to ensure that children are gaining the skills necessary to become integrated in competitive employment and other independent living arenas.

In order to refocus our thinking, we have instituted the Futures Forum. As part of the Futures Forum, we have determined that special educators must develop educational programs that are designed to provide skills leading to independence as an adult based on the evaluation of each child, as well as programs that are designed to provide objectives leading to one or more occupational skills.

Specifically, Goal 4 of the Futures Forum is to "increase opportunities for employment and/or postsecondary education for special education graduates." A task force made up of department personnel, school and agency personnel, and employers is currently outlining the action steps necessary to implement this goal statewide, such as writing guidelines for individual transition plans, securing interagency agreements, establishing employer advisory committees, and other awareness activities.

Question 2: What specifically can you do as state director to ensure that special educators at the local level take the necessary steps to coordinate an effective school-to-work transition--that is, a multi-year planning process that includes early work experiences, vocational training opportunities, and the eventual transition to full-time employment and/or post-secondary education?

Response: Goal 4 of the Futures Forum recognizes the importance of both state (SEA) and local (LEA) commitment to the transitional process. The state Division of Special Education intends to develop an awareness of school-to-work transition among local school officials and to support all efforts through staff development, monitoring activities, and resource materials.

Through the Program Review and Evaluation Procedures (PREP) process, staff of the Division of Special Education can target questions that ascertain the level of implementation of transition activities. Our staff at the department can then reinforce quality transition initiatives and processes and provide guidance to ensure that students gain the essential skills necessary to reach their potential and become productive members of society.

(Continued on p. 6)

Profile on Frank E. New

Name: Frank New
Position: Director, Division of Special Education, Ohio Department of Education
Professional accomplishment of which I am most proud: Being elected and serving as president of the National Association of State Directors of Special Education.
Hobbies: Gardening, fishing.
Favorite exercise: Stair Master.
Favorite book or magazine: Leadership style of Attila the Hun.
Currently working on: Teaching the Elephant to Dance.
If I could change one thing about myself, I'd: be more patient.
If I could have dinner with anyone in history, I'd choose: Socrates, because he was such a greater teacher.

NEWS FROM WASHINGTON

CONGRESS MANDATES TRANSITION

Washington, D.C. The new Individuals with Disabilities Education Act (IDEA), which passed Congress on October 30, 1990, adds a new definition of transition services, adds transition services to students' IEPs, and makes changes in transition programs authorized under Part C of the law.

Definition of Transition Services

The following is the new definition of transition services:

> "Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

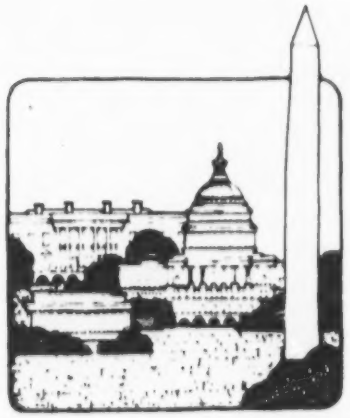
"IEP's must now include a statement of transition services for students beginning no later than age 16..."

> "The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experience, the development of employment and other postschool adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Definition of IEP Changed

The new law also adds a specific reference to transition services to the overall definition of an individualized education program. IEPs must now include

> ". . . a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.
>
> "In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."



ADA SIGNED INTO LAW

The Americans with Disabilities Act (ADA), a civil rights measure intended to end discrimination against persons with disabilities, was signed into law by President Bush on July 26, 1990. Proponents of the legislation maintain that ADA will do for persons with disabilities what the Civil Rights Act of 1964 was intended to do for blacks and other minorities.

Major features of the law prohibit discrimination in the areas of:

- o Employment, including on-the-job and hiring, effective July 26, 1992, for employers with more than 25 employees and July 26, 1994 for employers with 15-24 employees. Reasonable modifications must also be made to help the person perform the job.
- o Public accommodations such as hotels and shopping malls would need wheelchair ramps, widened doors and other accessibility features beginning January, 1992. Private clubs and religious organizations are exempt.
- o Transportation such as buses and trains, must have newly bought vehicles accessible for persons with disabilities with August 26, 1990 the effective date for buses and July 26, 1995 for one car per train.
- o Telecommunications, principly telephone service for the deaf (TDD as other), would be offered within three years.

"IEP's must now include...a statement of the interagency responsibilities or linkages before the student leaves the school setting."

NEWS FROM THE NETWORK

RSC TRANSITION INITIATIVES

by Darlene Cunningham

In 1985, Ohio Rehabilitation Services Commission (ORSC) began four transition pilot initiatives in Cincinnati, Toledo, Athens, and Canton/Akron to address the needs of school age youth exiting from public private/schools. The objectives of the pilots were:

- o To place youth with severe disabilities into employment using the job trainer model.
- o To determine if existing resources can be used.
- o To test whether a new personnel position (transition coordinator) is needed to impact on this population.
- o To determine if the pilots can be replicated within other areas of the state.

In addition to these pilot initiatives, RSC sought input from consumers, parents, advocates, and RSC personnel within the field regions. The feedback provided from these groups provided a basis for RSC to improve working relationships with Ohio schools.

RSC has expanded its transition initiatives in all geographic areas of the state specifically targeting youth with severe emotional disabilities and youth with severe developmental disabilities. These models are designed to provide work experience, vocational training, and employment opportunities in integrated community environments.

RSC PROVIDED TRAINING

RSC continues to provide statewide transition training ("Making It Work") for RSC personnel designed to provide a fundamental background in collaborative transitional programming and consultation approaches.

RSC has also: 1) expanded community-based work experiences and summer youth employment opportunities; 2) developed and funded in cooperation with the Ohio Coalition for the Education of Handicapped, "Planning for Employment", a statewide transition training for parents, consumers, and advocates; 3) promoted the expansion of joint transition initiatives at the state and local levels between RSC and the Departments of Education, Mental Retardation and Developmental Disabilities, and Mental Health; 4) promoted in-service training for school personnel; and, 5) promoted collaboration with the Interdepartmental Cluster for Services to Youth.

For more details about RSC transition initiatives, contact Darlene R. Cunningham, 1-800-282-4536 ext. 1291 or local 614-438-1291.

MR/DD COMPLETES FEDERAL PROJECT ON TRANSITION

By Tom Hemmert

The Ohio Department of Mental Retardation and Developmental Disabilities actively supports and process of planning for transition to work. Within the Department, the Office of Adult Services and the Office of Children's Services employ individuals who are primarily responsible for providing technical assistance about transition to families and local agencies.

The Office of Children's Services in cooperation with the Seneca County Board of MR/DD recently completed a federal project on Transition from School to Work. A manual outlining essential components of a model developed through this project will be available by December.

Additional information regarding transition is available by contacting Thomas J. Hemmert, ODMRDD, Room 1275, 30 E. Broad Street, Columbus, Ohio 43215, 614-466-7203.

MENTAL HEALTH TARGETS SCHOOL-TO-WORK PROGRAMS

by Nancy Hankle

For the past several years, the Ohio Department of Mental Health, ODMH, has been involved with sponsoring several transition from school-to-work programs. In cooperation with the Ohio Rehabilitation Services Commission (ORSC), establishment grants were used to begin projects in Dayton, Toledo, and Cleveland. These grants were used by existing educational programs operating in conjunction with local mental health systems to expand the services they could make available to older students that were not progressing in "transitional" school programs.

In Toledo, Cummings-Zucker Mental Health Center has a transition program as part of their special day-treatment education activity which is housed at Mayfair School. This program has an intensive yet brief classroom segment followed by all students working in a fast food restaurant. If students stay in the program for six weeks and maintain appropriate behavior, they are guaranteed an upgraded position or additional training.

Another example of ODMH and interagency collaboration is the Ohio Department of Education, Vocational Education, Four County Option Four Program in Henry, Fulton, Defiance and Williams counties in northwestern Ohio with six different agencies involved. Initially this group worked mainly with MR/DD students at the four County Joint Vocational School but wanted to include students with serious emotional disturbances. This project has featured intensive job coaching/job placement services delivered in a rural setting against almost overwhelming odds with students that had already had difficulty in various systems. The Central Office of ODMH has used funds from an initiative to convert day treatment to supported employment to enlarge and support this successful project.

The above two transition programs and others not described are making a difference in the lives of students that have not been successful in traditional programs. One student, when asked why he thought he was doing so much better, said "I finally feel like a real person with a real job. Somebody cared."

WAYNE COUNTY STARTS INTERAGENCY TEAM

by Dorothy Davis

The Wayne County Interagency Transition Team (WCITT) is a team of local agencies and organizations serving persons with barriers to self-sufficiency in transition toward community living and employment. WCITT acts as a catalyst to improve transition services countywide through interagency cooperative planning, commitment of resources, and information exchange.

The purpose of the WCITT is to facilitate working relationshiops among participating county agencies. These agencies will work cooperativelty to develop a system of services so that all persons faced with a barrier to self-sufficiency in Wayne County may have the opportunity to function within a community as independently as possible.

Dorothy Davis, the Job Training Coordinator, Wayne County Schools Career Center in Smithville, Ohio, started the interagency transition team by inviting representatives from 18 different agencies to a meeting to discuss how school and agencies could coordinate their services. Together they developed a written interagency agreement. The goals of the task force include:

1. Arrange for opportunities and services which will support working and living in a community.

2. Promote a continuum of appropriate transition services.

3. Maximize independence, productivity and community integration of person's with barriers to self-sufficiency.

4. Develop methods which foster interagency planning for the provision and delivery of services.

For more information on how Dorothy established and chairs the task force, please feel free to call or write Dorothy Davis at:

Wayne County Schools Career Center
518 West Prospect Street
Smithville, Ohio 44677
(216) 669-2134

If you would like to share news from your interagency task force, please send your information to Margo Izzo or DeAnna Horstmeier, at the Center on Education and Training for Employment, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

Frank New Continued:

Question 3: What should parents do if their secondary student with a disability is in high school but is not being given an appropriate vocational option?

Response: Critical to our transitional efforts are knowledgeable and supportive parents. Parents must become involved early in the transitional process and work as team members with the educational system. **It is our school personnel's responsibility to ensure that parents have a working knowledge of all educational options available, including vocational opportunities, as well as community-based and agency-based training programs and support systems.**

School personnel must have a working IEP/ITP process in place that focuses all members of this team on the student's future. Through early participation in this process, parents, in cooperation with their son or daughter and school and agency personnel, can begin to explore the available vocational options and select those that are most appropriate.

Question 4: One of the most frequently asked questions or concerns when discussing the school-to-work transition is, "Who is going to provide the follow-up and follow-along services to youth after they graduate?"

We know that some of the students with more severe disabilities can be followed up by the Department of Mental Retardation and Developmental Disabilities or by the Rehabilitation Services Commission, if they are deemed eligible. How will youth who are not eligible for RSC or MR/DD be given follow-up support?

Response: Many students with disabilities who are not eligible for follow-along support from adult services must gain the skills necessary to become their own advocates. The school personnel must empower these students and their significant others, whether this be a parent, spouse, sibling or friend, to gain an understanding of the adult service systems so that they can access the services they will require from either Job Training Partnership programs, Ohio Bureau of Employment Services, or other adult service programs.

"The school personnel must empower these students and their significant others to gain an understanding of the adult service system.

Question 5: Is there a system for finding out what percentage of special education graduates go on to employment and/or postsecondary education?

Response: We will be developing a process to determine the employment status of special education graduates 1 to 3 to 5 years after graduation.

"It is my ... dream to provide a quality educational system that ensures that all students ... become contributing members of society.

Question 6: What role do you feel the state Interagency Task Force needs to play to develop and refine policies and procedures as we reach for the goal of full employment for all?

Response: Although special educators must initiate the transition planning process as part of the IEP, it is essential that transition continues to be a corporate effort--that is, an effort to which all parties, including parents, students, school, and agency personnel, are committed. The state Interagency Task Force is one vehicle to ensure that the linkages and guidelines are outlined clearly to ensure that this cooperative planning process is smoothly implemented. We invite local human services providers to call to our attention the barriers to effective interagency planning, so that the state Interagency Task Force can address and remove barriers that block quality transition planning and delivery.

Question 7: What is your hope and dream for the field of special education?

It is my hope and dream to provide a quality educational system that ensures that all students with disabilities are provided the educational experience that results in their becoming contributing members of society. This, I know, will take cooperation among special, vocational, and regular educators and adult service personnel. It is my hope and dream that we will achieve a unified human resource system that provides education, training, and support services to assist all people to live independently and work and play in their communities without bias, prejudice, or attitudinal barriers that will limit their potential in any way.

TRANSITION TO SUCCESS (Continued)

Martin Gorka filing at GRE, Cincinnati, Ohio

In his junior year of high school, he was part of the Administrative Support Assistant vocational program. He was mainstreamed into regular classes and also had a chance to work in the school for field experience. Martin worked in the district printing and copy room, filing papers at the Student Services Office.

Martin also participated in the Federal Unpaid Work Experience program as a file clerk at the VA Hospital and the Internal Revenue Service. During his last year of high school he was named Student of the Year by the Greater Cincinnati Chapter of the Council for Exceptional Children.

"Because of his positive attitude on the job, he is actually blazing the trail for others."

Martin's speech has been affected by cerebral palsy, and that limits some of the duties he could perform within an office. A summer camp hired Martin for office work, but within a few weeks everyone realized this was not a good job match because of the phone work involved. Martin and those who worked with him were discouraged.

At the end of the summer of 1990, a job was located at a large insurance company in the Cincinnati area, Guardian Royal Exchange, America (GRE). By the end of the first week, everyone knew this was a successful placement. Martin's title is Clerical Assistant, Underwriting Department. Most of his day consists of filing attachments and files of clients.

Martin started by filing under supervision by a job trainer. The job trainers tried filing different ways to find the easiest process while also observing Martin's techniques to trouble-shoot problem areas.

Martin loves computer work and may eventually have some computer work added to his duties. Presently, he has his own computer on this desk and uses it for electronic mail within the company.

Much of Martin's success is due to the support of his family and the attitude of his supervisors at GRE. His supervisor wrote on this first evaluation "Because of his positive attitude on the job, he is actually blazing the trail for others. Martin never complains about doing any task."

GRE has also found it profitable to have this positive attitude; the company has stabilized a high-turnover position that usually has to be filled by temporary help. By hiring a full-time person for this position, GRE has saved money and gained a loyal employee.

NEWSLETTER FORMS "BRIDGE"

THE BRIDGE, a newsletter for persons who are involved in the transition from school to employment and independent living for persons with disabilities, is designed to share information across school and agency personnel at the local, regional, and state levels. This newsletter will contain current information and resources on transition-related topics.

Issued quarterly, THE BRIDGE will feature student success stories, new agency initiatives, local exemplary efforts, and a calendar of upcoming events. We welcome contributions from the field. Send your success stories and exemplary interagency efforts to either DeAnna Horstmeier or Margo Izzo at the Center on Education and Training for Employment, 1900 Kenny Road, Columbus, Ohio 43210-1090.

MARK YOUR CALENDAR

February 28-March 1, 1991. **Ohio TASH Conference,** Raddison Hotel, Columbus, OH. Contact Dale Abell at (419) 885-5733.

March 1, 1991. **Ohio Public Images Awards**, Columbus, OH. Call Wendy Shelton at OPI (513) 426-9993.

March 7-8, 1991. **Ohio Association of Vocational Education Special Needs Personnel (OAVESNP).** Columbus, OH. Contact Sue Garretson at (216) 262-2827.

April 1-5, 1991. **Yesterday's Dreams-Tomorrows Directions: The Council for Exceptional Children Convention,** Atlanta, GA. Contact CEC at (703) 620-3660.

April 12-13, 1991. **Ohio Council for Children with Behavior Disorders Spring Conference,** Columbus, OH. Contact Sandra Vaugn at (216) 454-7917.

May 30-31-June 1, 1991. **Solidarity 91: Empowering People With Disabilities,** Columbus, OH. Contact Frank Gatlas, RSC at (800) 282-4536.

THE BRIDGE is published by the Center on Education and Training for Employment at The Ohio State University. Each issue is distributed to approximately 1,400 school and agency personnel involved in the school-to-work transition of persons with disabilities across the state of Ohio. Please send articles, success stories, questions, and comments to the editor or project director at the Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 432110-1090.

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APPENDIX E

THE FAYETTE COUNTY CORE TRANSITION TEAM

BUILDING BRIDGES TO SUCCESS

HIGHLAND COUNTY CORE TRANSITION TEAM

BUILDING BRIDGES TO SUCCESS

HIGHLAND COUNTY
CORE TRANSITION TEAM

HIGHLAND COUNTY SCHOOLS

HIGHLAND COUNTY BOARD OF EDUCATION
Work Study Coordinator
Special Education Supervisors
393-1331

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442-3114

SOUTHERN HILLS JVS
(Serves Bright Local School District)
378-6131

FAIRFIELD LOCAL SCHOOL DISTRICT
Director of Special Education
780-2221

GREENFIELD LOCAL SCHOOL DISTRICT
Director of Special Education
981-2153

HILLSBORO CITY SCHOOL DISTRICT
School Psychologist
393-3475

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393-4237

LYNCHBURG-CLAY LOCAL SCHOOLS
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AGENCIES AND PROGRAMS

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393-1933

OBES
Employment/Interviewer
(614) 335-4830
(513) 393-1440

SCIOTO-PAINT VALLEY
MENTAL HEALTH CENTER
Vocational Specialist
(614) 335-6935

COMMUNITY SERVICES

	Developmentally Handicapped	Specific Learning Disability	Severe Behavior Handicapped	Hearing Handicapped	Visually Handicapped	Multi Handicapped	Orthopedically and/or other Health Handicapped	Work-Study Services	VOSE Coordinator Services	Supported Employment Job Coach Service	Vocational Evaluation	Follow Along Services	Referral and Resource Services	Job Placement Services
Lynchburg-Clay Schools	E*M*S*	E*M*S*	EMS	EMS	EMS	EMS	EMS	EMS		S	S	S	A	
Bright Local Schools	E*M*S*	E*M*S*	EMS	EMS	EMS	EMS	EMS	EMS		S	S	S	A	
Fairfield Local Schools	E*M*S	E*M*S*	EMS	EMS*	EMS	EMS	EMS	EMS		S	S	S	A	
Greenfield Schools	E*M*S*	E*M*S*	EM*S	EMS	EMS	E*MS	EMS	EMS		S	S	S	A	
Hillsboro City Schools	E*M*S*	E*M*S*	E*MS	E*MS	EMS	EMS*	EMS	EMS		S	S	S	A	
Hills & Dales School	PR*	PR*	PR*	PR*	PR*	PR*E*M*S*								
HighCo, Inc. Adult Sheltered Workshop (MR/DD)						P				P	P	P	P	P
Southern Hills J.V.S. & Laurel Oaks C.D.C.	S	S	S	S	S	S	S		S	S	S	S	SP	SP
Hopewell Special Education Regional Resource Center	A	A	A	A	A	A	A						A	
Bureau of Vocational Rehabilitation (BVR)	SP	SP	SP	SP	SP	SP	SP			SP	SP	SP		SP
Bureau of Services for the Visually Impaired					A						A	A	A	SP
Private Industry Council/ Job Training Partnership (PIC/JTPA)	MSP	MSP	MSP	MSP	MSP	MSP	MSP			MSP		MSP	MSP	MSP
Ohio Bureau of Employment Services (OBES)												SP	SP	SP
Scioto-Paint Valley Mental Health Center										SP		SP	A	SP

Target Population Code
PR- Preschool
E- Elementary
M- Middle/Jr. High
S- Senior High

P- Post -School (Adult)
A- All
*- Special class housed in district

Cooperative Preschool Unit for Highland County is cross categorical and housed at Hills & Dales School. All districts have access.

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